

**Spanish 202 (Intermediate Spanish II)**  
**Fall Semester 2009**

**Section number:** 01, 02, 03

**Instructor:**

**Office:**

**Office Hours:**

**Phone :**

**E-mail**

**Class Meetings:**

**Class Room:**

**Course Description** This is the fourth semester of a beginning Spanish course for students who have credit in Spanish 201 or have placed into the course by examination. Please consult with the instructor if you have questions regarding placement. The principal goals of language study are to practice the four language skills (speaking, listening, reading and writing) in order to learn to communicate in Spanish (talk with others, express ideas in writing, read and understand what others have written) and learn about the Hispanic world.

**Course Objectives** You can expect to have obtained the following skills in increasing depth upon successful completion of each level of the course:

- \* You should be able to understand most Spanish spoken at normal pace, and develop skills and coping strategies for filling in the gaps of imperfect comprehension.

- \* You should be able to ask and answer questions on a variety of everyday topics, describe people and places, narrate recurring (present) events, and express likes and dislikes. You should also be able to achieve some ability in narrating past and future events as well as expressing hypothetical situations in the present and past.

- \* You should be able to perform many daily routines, such as making phone calls, telling people to do something, giving advice, recommendations, and suggestions.

- \* You will gain some experience in reading materials written for the native-speaking reader.

- \* You should be able to write and express opinions and feelings about different topics, make comparisons, and discuss literary Hispanic authors and artists.

- \* In order to achieve these goals **class attendance and participation** are very important.

Therefore, **irregular attendance and/or lack of preparation or participation will result in a lower grade.** (Consult Attendance Policy)

These objectives prepare students to meet standards 2a and 2b of the Xavier University Modern Language standards.

**Required Textbooks**

Foerster, Lambright, and Alfonso-Pinto. Punto y aparte. McGraw Hill, 2005

Manual que acompaña Punto y aparte

Audio CD Program to accompany Punto y aparte

*Tell Me More* access code (optional)

**Responsibilities of Students**

- \* Attend and participate in classes regularly.

- \* Listen and complete all activities in the listening section of the Manual.

- \* Do the exercises in the text and in the manual.

- \* **Prepare** the assignments **before class**. The professor may or may not collect homework exercises from the texts or from the workbook/lab manual; in either case, the student is responsible for preparing them as assigned and **turning them in at the date assigned by the instructor. Any penalty for late work will be determined by the instructor.** Students will have the opportunity to ask questions about all assignments.



92%-90%	A-	72%-70%	C-
89%-87%	B+	69%-67%	D+
86%-83%	B	66%-63%	D
82%-80%	B-	62%-60%	D-
79%-77%	C+	59 and below	F

### Consult Grading Criteria

#### Calendario

26 de agosto 28	Introducción; Para <b>empezar</b> : Los cinco amigos, 1-3 Para empezar, 4-7
31	Para empezar: Puntos clave, 7-10; 13-15
2 de sept. 4	Cap 1: ( <i>España</i> ) <b>Perspectivas</b> : Percepciones e impresiones, 16-18 Vocabulario, 19-23; Nota cultural, 23
<b>7</b>	<b>FESTIVO</b>
9	Cap 1: <b>Descripción y comparación</b> , 24-26
11	Cap 1: <b>Descripción ...</b> , 27-29
14	Cap 1: <i>Lugares fascinantes: España</i> , 29-32; El flamenco, 33-34
16	Cap 1: Lectura: "Salvador Dalí: ...", 35-39; 39-41
18	Cap 2: <b>Conexiones</b> : ¿Qué importancia tienen nuestras raíces?, 42-45; [ <b>Comp # 1</b> ]
21	Cap 2: Vocabulario; Nota cultural, 45-50
23	Cap 2: <b>Reacciones y recomendaciones</b> , 50-53
25	Cap 2: <i>Lugares fascinantes: El Caribe</i> : 56-58
28	Cap 2: Nick Quijano, 59-60; Los "nuyoricans", 60-61
30	Cap 2: Repaso
2 oct	Cap 2: <b>Examen # 1: Capítulos 1 y 2</b>
5	Cap 3: <b>Pasiones y sentimientos</b> : ¿Está equilibrada la vida?, 69-72; Vocab, 72-73
7	Cap 3: Vocabulario, 74-77; Nota cultural, 77-78
<b>9</b>	<b>FESTIVO</b>
12	Cap 3: <b>Narración en el pasado</b> , 78-82
14	Cap 3: "Una pareja famosa", 82-83
16	Cap 3: <i>Lugares fascinantes: México</i> , 84-86; José Guadalupe Posada, 87; [ <b>Comp # 2</b> ]
19	Cap 3: "Un día sin mexicanos", 88-89
21	Cap 3: Lectura: "La Adelita", 90-94; 94-95
23	Cap 4: <b>Las obligaciones y el tiempo libre</b> : ¿Cómo se relaja Ud.?, 96-98; Vocab, 99-100
26	Cap 4: Vocabulario, 101-102; Nota cultural, 102-103
28	Cap 4: <b>Hablar de los gustos</b> , 103-106; El mate, 107-108
30	Cap 4: <i>Lugares fascinantes: El Cono Sur</i> , 109-112; Carlos Gardel, 112
2 de nov. 4	Cap 4: La música latina, 113-114; Lectura 2: "Yo en el fondo del mar", 120-124 Repaso

6	<b>Examen # 2: Capítulos 3 y 4</b>
9	Cap 5: <b>El mundo actual</b> : ¿Cómo influyen en nosotros los problemas del mundo?, 125-128
11	Cap 5: Vocabulario, 129-131; “La medicina tradicional...”, 132-133
13	Cap 5: Nota cultural; 134; <b>Hacer hipótesis</b> , 135-139; [ <b>Comp # 3</b> ]
16	Cap 5: “Sin esfuerzo”, 138-139; <i>Lugares fascinantes: La región andina</i> , 140-143
18	Cap 5: Gonzalo Endara Crow, 143-144; El poder político de los hispanos, 144-145
20	Cap 5: Lectura 2: “Callémonos un rato”, 153-155; 155-156
23	Cap 6: <b>El porvenir</b> : ¿Qué nos espera en el futuro?, 157-159; Vocabulario 160-161
<b>25</b>	<b>FESTIVO</b>
<b>27</b>	<b>FESTIVO</b>
30	Cap 6: Vocabulario 162-164; Nota cultural, 165
2 de dic.	Cap 6: <b>Hablar del futuro</b> , 166-168; “Una estrella panameña, 169
4	Cap 6: “Dos Nobeles centroamericanos”, 170-171
7	Cap 6: <i>Lugares fascinantes: Centroamérica</i> , 171-173
9	Cap 6: “Las indias kunas de Panamá y las molas”, 174-175
11	Repaso

**Examen final: 15-18 de diciembre (martes-viernes): Capítulos 1-6 ---Consult Fall Course Schedule for final exam date.**

## **I. ACADEMIC HONESTY**

You should be aware of the University policy on Academic Honesty as it appears in the Web site. This policy applies to all courses in the Department of Modern Languages.

“All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University”

Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments. As you can see, penalties for violations can be severe, so you must submit only your own work in all your classes.

## **II. Department of Modern Languages ATTENDANCE POLICY**

The Department of Modern Languages at Xavier University strives to increase the student’s fluency and competency in listening, comprehension, speaking, reading, and writing while providing a solid grammatical background for the modern language offered. The focus is on a communicative and proficiency-based approach while providing an in depth exposure to the workings of both language and culture of the target language. A significant key to success in a modern language course which teaches a skill and moves at a fast pace is **regular class attendance**.

The entire range of the students’ skills can be evaluated only if they are in class. Therefore, we will allow **NO** absences without penalty. Any absence will result in a loss of **3% per absence** from the student’s final course **participation** grade. Attendance will be accurately documented to ensure fairness in enforcement. If a student is more than **5 minutes late, he/she will be COUNTED AS ABSENT**. Students are **strongly discouraged** to schedule appointments or interviews during class time!

There is a strict **NO MAKE-UP POLICY**. A grade of zero will be given for any missed work.

### **III. Criteria for CLASS PARTICIPATION**

#### **Rating**

#### **Points**

#### **Superior**

I greeted people and took leave using Spanish expressions	25-22.5
I used English only after asking permission and after I attempted to express myself in Spanish	(100-90)
I listened attentively when others spoke and showed respect for my peers	
I actively participated in all activities and discussions and had a positive attitude	
I came prepared to class everyday	
My presence made a positive impact on getting tasks done	
I <b>participated actively</b> in class	

#### **Average**

I greeted people and took leave using Spanish expressions	22-19.5
I sometimes got distracted, did not pay attention when others spoke, and was occasionally disrespectful	(88-78)
I occasionally used English, especially in pair work or without attempting to express myself in Spanish first	
I showed interest in activities and participated, though sometimes passively rather than actively	
I generally came prepared to class	
I <b>participated sometimes</b> in class	

#### **Unsatisfactory**

I used more English than Spanish in class	19-15
I did not pay active attention during activities	(76-60)
I was often distracting and disrespectful of my peers	
I was frequently unprepared for class	
My presence in group work had little impact on accomplishing the task	
I <b>seldom participated</b> in class	

#### **Not enough to evaluate**

I used English only in class	14-0
I did not pay attention during activities	(59-0)
I often slept, read the newspapers, did homework, etc., during activities	
I was absent frequently	
I came to class late or left early	
I <b>never participated</b> in class	

### **IV. GRADING CRITERIA**

#### **A - VERY GOOD TO EXCELLENT**

Very good to excellent command of the language AT THIS LEVEL.  
Meaningful, appropriate and thorough written and oral responses with interesting and pertinent detail.  
Ease of expression.  
Makes every effort to use the target language in class.  
Very good command of conventions of written language (orthography, sentence structure, paragraphing and punctuation). Few word-order errors.  
Virtually free of significant errors in syntax and good use of verbs.  
Wide range of vocabulary, including idiomatic usage.  
High level of fluency with strong attempts at more complicated structures.  
High level of comprehension in listening and reading activities.  
Good intonation and largely accurate pronunciation with slight accent.  
Demonstrates understanding of and appreciation for cultural differences.

## **B - GOOD**

Clearly demonstrates competence AT THIS LEVEL.  
Meaningful, appropriate responses orally and in writing with sufficient detail  
Good command of the language.  
Makes a good effort to use the target language; avoids using English in class.  
Conventions of the written language generally correct. Loosely organized, but main ideas present with some word-order errors.  
Few errors of syntax and appropriate use of verbs.  
Above-average range of vocabulary.  
Good idiomatic usage and little awkwardness of expression.  
Good level of comprehension in listening and reading activities.  
Good fluency with some attempts at more complicated structures.  
Acceptable intonation and pronunciation with distinctive accent.  
Demonstrates strong understanding of and appreciation for cultural differences.

## **C - ACCEPTABLE**

Suggests competence AT THIS LEVEL.  
Appropriate but limited oral and written responses with reliance on simple structures.  
Speaks and writes with some detail, but not sufficient.  
Comprehensible but strained expression; halting, may self-correct.  
Makes some effort to use the target language in class.  
May have frequent errors in orthography and other conventions of the written language.  
Many word-order errors. Some attempts at organization, but with confused sequencing.  
Some serious errors in syntax and some successful correction. Frequent errors in complex structures.  
Some fluency but hesitant. Pronunciation does not interfere with communication.  
Understands main elements when listening and reading.  
Moderate range of vocabulary and idiomatic usage. Few anglicisms.  
Errors in intonation and pronunciation with heavy accent.  
Demonstrates some understanding and of appreciation for cultural differences.

## **D - WEAK TO POOR**

Suggests incompetence AT THIS LEVEL.  
Oral and written responses force interpretation of appropriateness and/or meaning.  
Attempts to translate or use English; avoids using or speaking in the target language.  
Poor command of the language marked by frequent serious errors of syntax even in the most elementary structures.  
Limited grammatical structures and lack of organization.  
Unfinished answers due to lack of resources. Generally, narrow responses.  
Limited fluency. Poor pronunciation and it interferes with communication.  
Narrow range of vocabulary and of idiomatic usage.  
Pervasive errors of orthography may be present. Excessive word-order errors.  
Little control of syntax and frequent anglicisms.  
Occasional redeeming features such as correct advanced structure.  
Very little understanding when listening and reading.  
Errors in intonation and pronunciation that interfere with listener's comprehension.  
Demonstrates very little understanding of and appreciation for cultural differences.

## **F - UNACCEPTABLE**

Demonstrates incompetence AT THIS LEVEL.  
Irrelevant or incomprehensible answers orally and in writing.  
Unacceptable from almost every point of view.  
Glaring weakness in syntax and pronunciation. Constant grammatical errors impede communication.  
Few vocabulary resources. Little or no sense of idiomatic usage.  
Practically no understanding of target language when listening and reading.  
Severe problems with orthography that may interfere with written communication.  
Demonstrates practically no understanding of and appreciation for cultural differences.

(These standards or interpretations of the grading scale 0-100 are applied to the goals and objectives of each level i.e. SPAN 101, 102, 201 etc.)

### **INSTRUCTIONS FOR REACTION PAPERS FOR CULTURAL EVENTS**

5% of the grade is allotted to a cultural activity report for SPAN 101, 102, 201, 202. Points may be earned as follows:

Attend a cultural program related to the Hispanic world on campus or an off-campus program approved by your instructor. Write a reaction paper in English following the instructions below. To receive credit, you must be turn in your paper within one week of the event. Events will be announced in class or posted around campus. (Maximum 100 points)

Please note: While a variety of activities will be offered during the semester that will allow you to fulfill this requirement, it is your responsibility to complete your cultural activity before the end of the semester. All reaction papers must be turned in personally to the instructor (not left in a mailbox or put under a door) by the last day of classes. Under no circumstances will a cultural reaction paper be the occasion for an incomplete.

The student should cover all of the topics listed below. In order to do so, the reaction paper should be about three pages. The part on personal reaction and what you learned should each be at least a paragraph in length. Points are distributed as follows (based on 100):

Information about event: (If the country information is wrong, maximum of 5 pts.)	1-10 pts.
Summary/Comments/Main ideas or themes:	1-40 pts.
What learned/Personal reaction:	1-50 pts.
Points are not earned merely by turning something in. Points earned are based on the quality of the work submitted (i.e. accuracy, completeness, expression, etc.).	

#### **1) Play or Feature Film**

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name of director or author?
- From what country and/or cultural group?
- About what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of plot (include where and when action takes place)
- Comments on characters and/or actors
- Main ideas or themes
- What did you learn from the film or play?
- Personal reaction

#### **2) Documentary**

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name of director or producer (or group produced by or for)?
- From what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of main ideas
- What did you learn from the film?
- Personal reaction

#### **3) Speaker(s)**

Introduction or first paragraph should include:

- Title and date of event
- Name(s) of speaker(s)?
- Where or by what group presented?
- From what country and/or cultural group?
- Speaking about what country and/or cultural group?

The part below is to be written in complete sentences in good, clear prose:

- Brief summary of main ideas
- What did you learn from the speaker(s)?
- Personal reaction

#### 4) Concert or Dance Performance

Introduction or first paragraph should include:

- Title and date of event
- Where or by what group presented?
- Name(s) of artists
- From what country and/or cultural group?
- Music/dance from what country/countries and/or cultural group(s)?

The part below is to be written in complete sentences in good, clear prose:

- What kind of music/dance was performed?
- Which songs/dances did you particularly like and why?
- What did you learn about Hispanic music/dance in general and/or the music/dance from specific countries?
- Personal reaction

#### 5) Exhibition

Introduction or first paragraph should include:

- Dates of exhibition\Date attended
- Where or by what group presented?
- From what country and/or cultural group?
- What artists included?

The part below is to be written in complete sentences in good, clear prose:

- What kind of works were included in this exhibit?
- Which ones did you particularly like and why?
- What did you learn about Hispanic culture in general and/or the particular country/countries?
- Personal reaction

**\*If unable to attend an event**, you may do one or more of the following with your instructor's prior approval:

\*A written report on a book or a film available on video related to Hispanic world following the instructions below. Must be approved in advance by instructor. (Maximum 50 pts. May only do one video.)

\* As above with additional bibliography approved in advance by your instructor (copies of what you read must be attached to the report). (Maximum 100 points)

\*A special project of a cultural nature approved in advance by your instructor. A project that you are using to fulfill a requirement for another class is not sufficient, although an expansion of such a project is a possibility. Any special projects should be completed at least one week before the end of classes. (Maximum 100 points)